

**Michigan Department of Education
Office of Professional Preparation Services**

2007-2008 Title II, Part A(3) Awards

October 2007

Central Michigan University	080290-135	Deborah Clark
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Amount Awarded: \$197,278

English Language Arts

This initiative pairs Central Michigan University with two small, rural school districts: the Atlanta Community Schools and the Vanderbilt Area Schools. Both districts are in Locale 7, the sparsely populated northern region of the Lower Peninsula, and both qualify as High-Need LEAs: 29% of Atlanta's students and 24% of Vanderbilt's live below the poverty line. Nearly 25% of teachers in the two districts have only Provisional certification; additionally, each school has several teachers of writing who lack more than a bare minimum of training in writing pedagogy. Students in both districts have struggled on achievement measures such as the MEAP, particularly in Writing. On the 2006 administration of the MEAP, for example, 55% of Atlanta's students (in all grades combined) and 60% of students at Vanderbilt failed to meet State standards in Writing. Nearly two-thirds of Atlanta's high school seniors, and half of Vanderbilt's, scored at Level 3 or 4 on the MEAP Writing test. Support provided through this initiative is based on the latest research of the essential components necessary to develop proficient writers at each grade level. Professional development will emphasize teacher reflection and collaboration with ongoing, onsite support from a literacy coach with extensive experience in improving students' writing proficiency.

Central Michigan University	080290-198	Deborah Clark
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Amount Awarded: \$200,000

Mathematics

Mathematics Professional Learning Community (H²S²MPLC)

This project proposes a partnership by forming and developing a professional learning community to enhance the instructional skills of high school mathematics teachers to meet the learning needs of students of all social, economic and academic levels in algebra. The partnership will include Highly Successful High Schools, of Central Michigan University's College of Education and Human Services; Central Michigan University's Department of Mathematics; and four different types of high school environments – The Bay Arenac Community High School (a charter school), Bay City Central High School (a public high school), the Davison Alternative High School (an alternative educational setting for at risk students), and All Saints High School (the only parochial high school in the communities of the other three schools). Members of H²S²MPLC will engage in intensive professional development using both online resources and on-site coaching in research-based strategies and classroom practices focused on student achievement of prerequisite skills for success in Algebra content expectations as defined by the Michigan Merit Curriculum. H²S²MPLC will then design and pilot prerequisite skills learning modules for non-traditional mathematics students focused on success in Algebra, assess and reflect on the pilot results, and revise for inclusion in a lesson "bank" available for implementation during the second year of the project and beyond by all partners.

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2007-2008 Title II, Part A(3) Awards

Central Michigan University	080290-327	Craig Reynolds
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Amount Awarded: \$207,360

Social Studies

The Michigan Geography and History Project (MGH Project) is a joint effort of the Michigan Geographic Alliance, (headquartered in the College of Science and Technology at Central Michigan University), the Michigan Council for History Education, and the CMU College of Education in conjunction with the Lansing and Grand Rapids Public School systems. The goal of the MGH Project is to help high school teachers implement new middle school and high school grade level content expectations for geography and history.

The MGH Project will:

- Provide 90 hours of training for up to 100 teachers from around Michigan in four 35 hour workshops plus school-year events over two years (from August, 2007 through June, 2009)
- Offer 20 to 24 introductory workshops for 600 teachers around the state including all day workshops at the MCHE and MCSS Meetings.
- Create intensive implementation projects in high schools in Lansing and Grand Rapids.

Lake Superior State University	080290-021	David Myton
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Amount Awarded: \$200,000

English Language Arts

This is an intense collaborative project with all of the partners providing key roles toward its success. Lake Superior State University (LSSU)-School of Education, Alpena Community College (ACC)-Arts and Sciences, will provide content area instruction and expert pedagogy. The Alpena Montmorency Alcona Educational Service District (AMA ESD) will provide project coordination. The target will be the staff in five high need school districts (16 buildings): Atlanta, Hillman, Alcona Community Schools, Alpena Public Schools and Bigham Academy. These schools are located in three counties (Alcona, Alpena, and Montmorency) in rural Northeastern Lower Michigan. Where many school districts in Michigan are experiencing declining enrollment, these four districts are losing students at one of the highest rates in the state.

The Targeted Writing Project will use the 6 + 1 Traits model of teaching/learning writing. The 6+1 traits (TM) of writing were developed by the Northwest Regional Educational Laboratory. They describe the 6+1 traits (TM) as an analytical model for assessing and teaching writing that is comprised of 6+ 1 key qualities that define strong writing. These are: Ideas, the heart of the message, Organization, the internal structure of the piece; Voice, the personal tone and flavor of the author's message; Word Choice, the vocabulary a writer chooses to convey meaning; Sentence Fluency, the rhythm and flow of the language; Conventions, the mechanical correctness, and Presentation, how the writing actually looks on the page. It allows teachers, writers, and students to begin thinking and (more importantly) talking about their writing analytically

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2007-2008 Title II, Part A(3) Awards

Lawrence Technological University	080290-167	Anthony Sky
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Amount Awarded: \$208,836

Science

The Above and Beyond the Science Kit (ABSK) Through Unit Design and Technology Project provides an opportunity for selected 4-8 grade teachers who are recently HQT or provisional from high need public and private schools from Oakland, Wayne, and Macomb counties to become more proficient in science teaching. Through the development of a professional learning community, selected teachers will interact using several documents including: the new K-7 Science GLCEs, the MCF, MI BIG, MI CLIMB, CWL Toolkit, Taking Science to School and Understanding by Design materials through which teaching strategies and benchmarks of instruction and assessments will be established. The content strand focuses on increasing content knowledge to support their curriculum with added technology. Each teacher will enhance a lesson they currently teach and present the lesson to their peers and eventually their classroom while being observed by facilitators. Lessons and artifacts will be posted to both personal and ABSK web sites. This project is a collaboration of Madonna University, LTU, MISD, OISD, WRESA, and Pontiac, Mt. Clemens, Fitzgerald, Van Dyke, and Taylor Public Schools and Ben Ross and Bradford Academies. Over 20 teachers in this combined Cohort can earn 5 graduate credits with over 160 hours of professional development.

Michigan State University	080290-279	Janet Swenson
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Amount Awarded: \$237,741

English Language Arts

Project WRITE: Writing, Reading, Inquiry & Technology Education (collaboratively developed by the Clinton, Genesee, Ingham, and Shiawassee County ISD/RESA/RESD's; the Flint and Lansing Public Schools; and the Michigan State University Colleges of Arts & Letters and Education) responds to a shared desire to offer cutting-edge teacher professional development that results in improved student literacy learning across the curriculum and, in particular, to close the achievement gap in writing between male and female students. In addition, the project aims to increase the meaningful integration of 21st Century technologies into the instruction offered by teachers in the target districts. In order to accomplish these outcomes, the project partners have designed two summer institutes (August 2007 and June 2008) and monthly meetings between these (four face-to-face, and five using distance learning technologies) that have as their focus four inter-related foci: (1) Standards, inquiry-, experiential- and project-based, community-specific approaches to instruction and curriculum development; (2) Research-based information and pedagogies related to gender differences in literacy learning; (3) Protocol use for assessment of student learning; and (4) Research-based information and pedagogies associated with the meaningful integration of emerging technologies in teaching and learning.

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2007-2008 Title II, Part A(3) Awards

Michigan Technological University	080290-108	Michael Gilles
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Amount Awarded: \$198,285

Mathematics

Teachers Inquiring Into Practice (TIIP): Teaching Algebra to All is a category 4 (algebra) project that will provide professional development aimed at preparing high school teachers to teach algebra to all students. The opportunity to address mathematics teacher preparation is particularly timely given the Michigan graduation requirement of four years of mathematics.

Michigan Technological University will partner with three Upper Peninsula Mathematics, Science and Technology centers, as well as 11 U.P. high schools that have: (1) not made AYP; (2) performed below the state average on the mathematics MEAP; (3) a poverty rate greater than 20%; and/or (4) a significant minority population. The partnership builds on MTU's long history of collaboration with K-12 schools and teachers.

The TIIP program will provide over 150 hours of professional development experiences. Activities will focus on inquiry into teaching practice as a means of developing instructional approaches that support student thinking and understanding of algebraic ideas. Project goals include deepening algebraic content knowledge, instructional improvement, addressing state and national algebra standards, teacher leadership, technology use, and improved understanding of diversity issues. Teachers who complete the program will earn 11 graduate credits that can be applied toward a graduate degree or an approved plan of study.

Michigan Technological University	080290-109	Michael Gilles
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Amount Awarded: \$215,520

Social Studies

EDUCATORS' PROFESSIONAL DEVELOPMENT INSTITUTE SERIES (EPDIS): History and Geography, a Category 1 Project (Partnerships in Social Studies), will provide professional development to help prepare high school teachers to teach the new, required World History and Geography course and to improve student knowledge in social studies.

Michigan Tech will partner with all seven ISDs in the Upper Peninsula, including three high schools—Calumet High School, which has a poverty rate above 20%; and Baraga High School and Dollar Bay High School, both of which have failed to meet AYP. The partnership builds on MTU's long history of collaboration with these schools and the region's ISDs.

The EPDIS program provides 9 credits and over 160 hours of professional development to deepen content knowledge, strengthen pedagogy, and enhance teacher leadership skills. Participants will build and deepen content knowledge in world history and geography through interaction with topical and regional experts; they will inquire into their instructional strategies by utilizing the technique of lesson study to assess the effectiveness of their teaching practice. Project goals address inquiry-based learning, state and national history and geography standards, learning communities, teacher leadership, technology use, and understanding of diversity issues.

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2007-2008 Title II, Part A(3) Awards

Northern Michigan University	080290-489	Cynthia Prosen
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Amount Awarded: \$199,932

Special Education

Upper Peninsula MEAP data shows large achievement gaps between All Students and Students with Disabilities. These proficiency gaps are a growing concern as schools prepare to meet new graduation requirements. Starting with the fall 2007 freshman class, all students – including those with disabilities – must complete upper level courses in core content areas in order to graduate. Thus, for the first time in their careers, many teachers will be teaching students with special needs.

Co-teaching models of instruction, where special education teachers and general education teachers work together in the same classroom, are an effective means of addressing this situation. The Northern Michigan University Upper Peninsula Center for Education Development (UPCED) Improving Teacher Quality Project will provide: 1) 36 middle school and high school special education teachers with 35 hours of core curriculum content coursework in Math or English Language Arts; and 2) 36 special education teachers and 36 general education teachers with 56 hours of coursework in co-teaching methods and other instructional strategies.

Saginaw Valley State University	080290-015	Tamara Barrientos
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Amount Awarded: \$212,706

Mathematics

The project will develop and implement a program with middle school algebra teachers. Because there are now more algebra-related, grade-level content expectations at the middle school level, it is important that teachers have the content and skills necessary for effective instruction. The project will work with the Bridgeport-Spaulding, Buena Vista, and Saginaw City School Districts. Several charter schools authorized by Saginaw Valley State University (SVSU) will also participate (Detroit Community School, Chandler Park Academy– Kelly, and Chandler Park Academy–Haverhill). Individualized professional development plans will be developed for each teacher. The neediest teachers will receive a 64–hour enriched content workshop in preparation for the algebra content workshop. Teachers will participate in an 80–hour algebra content workshop and 40–hour Learning Communities/Study Groups. A regional algebra curriculum for the middle school will also be developed. ANTICIPATED OUTCOMES/OTHER INTENDED BENEFITS. Teachers will enhance their content knowledge and pedagogical skills, resulting in improved instruction and increased student achievement in algebra.

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2007-2008 Title II, Part A(3) Awards

Saginaw Valley State University	080290-019	Rodney Williams
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Amount Awarded: \$200,415

Social Studies

Current standards-based reforms call for a deep understanding of subject matter by teachers along with new approaches to teaching and learning that include an awareness and attention to diverse student populations. Requirements of the Michigan Merit Curriculum suggest that social studies teachers need access to approaches to professional development that will help them meet these challenges. The proposed program at Saginaw Valley State University aims to address this problem. Goals of the program are to enhance teachers' content knowledge and pedagogical content knowledge (including content area literacy and technology integration strategies) in history, political science, geography and economics. Content courses will be taught by University professors. Education professors and mentor teachers will facilitate other elements of the program. The program is situated in face-to-face and technology-mediated environments. Participants, who will be organized into small learning communities, will engage in collaborative curriculum design using online tools and collaborative research on teaching through "eLearning Lesson Study." The program will be enhanced through the establishment of a social studies education center at the University. Project partners are Akron-Fairgrove Schools, Unionville-Sebewaing Area Schools, Saginaw Public Schools, the Saginaw Intermediate School District and the University.

Wayne State University	080290-072	Carole Bach
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Amount Awarded: \$218,000

Special Education

"Collaborative Opportunities for Reaching Excellence" (CORE) is designed to address the State Board of Education's third category, namely Partnerships for Professional Learning Opportunities that Result in Highly Qualified Status or Endorsement for Grades K-12 Special Education Teachers. The partners in CORE are: Wayne State University (WSU) College of Education (COE), WSU's College of Liberal Arts and Sciences (CLAS), and Detroit Public Schools (DPS) in cooperation with the Detroit Federation of Teachers. DPS qualifies as a "high need" local education agency.

The goal of CORE is to provide 90 hours (6 credits) of research-based and collaboratively planned professional development to a select group of 30 DPS special education teachers to deepen their knowledge in the core content areas of mathematics and science. These educators presently teach grades 6-12 and are in their first 5 years of teaching. Although these teachers are deemed highly qualified with regard to special education, they lack an in-depth knowledge of mathematics and science, and thereby would not be considered be highly qualified in mathematics and science. CORE's aim is to help reduce that gap in knowledge, while providing the participants an opportunity to earn college credit which could be applied to an advanced degree. On the following page is a graphic representation of the CORE program.

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2007-2008 Title II, Part A(3) Awards

Western Michigan University

080290-348

Wil Emmert

Amount Awarded: \$215,287

Science

This proposal focuses on improving alignment of lesson and curriculum content with state standards. A particular emphasis is on the new High School Content Expectations (HSCE). Twenty science teachers from six high schools in the Battle Creek region will be trained to evaluate lesson design, implementation, classroom culture, homework design, test item writing, use of formative assessment, and supports for student metacognition. To assist in the evaluation and revision, teachers will be trained to use the Science and Math Program Improvement Lesson Observation System (SAMPI-LOS) and the Unobservable Educational Choices Rubric (UECR). The professional development will include a cycle in which teachers will use the HSCE, the SAMPI-LOS and the UECR to assess the work of their peers, give feedback, and immediately apply these ideas to revise their own work. Newly aligned lesson ideas and materials will be shared across the Battle Creek Region. Follow-up evaluation will measure the impact of the alignment. A graphical representation of the program activities is given below.